

GRADED
COURSE OF STUDY

FOR USE IN

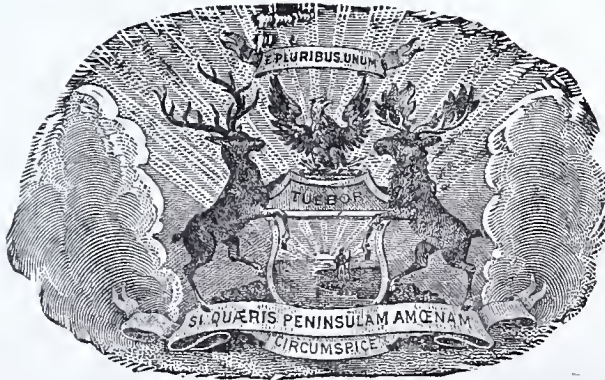
MICHIGAN TEACHERS' INSTITUTES

ISSUED BY THE

DEPARTMENT OF PUBLIC INSTRUCTION

1892

SECOND EDITION



LANSING
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The course outlined in the following pages is a tentative one, subject at any time to such modification as experience may dictate. Criticism by conductors and commissioners is invited with a view to strengthening and improving the course.

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Superintendent of Public Instruction.

May 27, 1893.

INTRODUCTORY.

In 1886, in my special report to the Superintendent of Public Instruction on the Alcona County Institute, I said in answer to the questions asked by the Department: "I am thoroughly convinced that the great fault with our institutes is too much general discourse upon methods—discourse which often becomes metaphysical and abstract, and is consequently beyond the reach of the great majority of those who attend institutes, and incapable of giving them any positive benefit. I believe that the institute should be divided into sections, like an ideal school, each section assigned to an instructor, regular lessons assigned, and good, thorough class work done. After all, the best means of assistance to either an experienced or an inexperienced teacher is the daily example of a good and efficient teacher, not on the lecture rostrum, but in the recitation room. Of course a certain hour should be devoted each day to a treatment of such practical subjects as self-training, school government, etc., before the whole institute, and, better still, to answering questions arising from difficulties met in actual experience."

Since assuming the duties of State Superintendent of Public Instruction I have devoted some careful thought to devising means for correcting the evils above referred to. An effort has been made to avoid taking any hasty action, or making any ill-considered changes. To that end a convention of institute workers was called for October, 1891, at which were discussed important topics suggested by the Department of Public Instruction; and all changes have been postponed until the strength and weakness of the present system could be learned from official experience. The scheme to be proposed is in no way untried or revolutionary. In 1891 many of the conductors carried out quite faithfully the suggestions of the Department, that class work be done as far as circumstances would permit. Almost without exception, teachers and conductors approved of the plan.

It is now proposed to go a step further in the evolution of an institute system, and it is hoped that the experience of the next year will show that the step is in the right direction. A tentative two years' graded course has been prepared, and is published herewith. If this proves successful it is hoped that it will in time be extended to a three years' course.

Besides grading the work it has been thought advisable to bring it into more organic connection with other parts of our educational sys-

tem. It probably has been remarked by many of our thoughtful teachers and superintendents that our institutes, our reading circles, and our teachers' examinations have been, in their administration as well as in their practical operation, treated as distinct and independent units. While evolving a graded course of institute work, it is also proposed to unify these heretofore independent elements of our educational system into an organic whole. To accomplish this (1) a course of reading will be incorporated in the institute course, and (2) questions for teachers' examinations will be based in part on the work done in the institute, and on the course of reading required in connection therewith. This process of unification once begun might continue until there is some conformity between the work done in the different grades of the institute, the requirement for certificates of different grades, and the course of study in our State Normal School. The perfecting of such a plan may be far in the future, but it is well to keep in mind the final coördination of all of these parts of our educational system when any changes are proposed.

COURSE OF READING.

Although the Institute has been a large factor in bringing about the great improvement noticeable in the qualifications of Michigan teachers, it has done and is doing less than it might, because of its intermittent character. By the incorporation of a course of reading it is hoped that interest in the institute will continue through the year. It is not intended that all of the reading, or even any considerable part of it, shall be done during the institute week, but rather that it shall be done throughout the year, and that at the institute it will be supplemented by talks from the instructors and by quizzes on the subject matter of the books read. By reference to the course of study on page 7 it will be seen that a number of books adapted to the different subjects are recommended. Teachers will be expected to supply themselves with these, in order that preparation for the summer institutes may be begun immediately.

RELATION TO EXAMINATIONS.

Heretofore boards of examiners have been urged to give candidates for teachers' certificates credit for attendance upon the sessions of the institute. This has been far from satisfactory. A more reasonable ground on which to base the giving of credit is the doing of a certain amount of work. This Department now advises that credit be given to such teachers as complete either grade of the institute course. The amount of credit must of necessity be left to the discretion of the Board of Examiners. This connection between the institute work and the examination is somewhat external; a more organic connection will be established by basing questions prepared by the Superintendent of Public Instruction for teachers' examinations on the reading required in connection with, and the work outlined in the course of study.

INSTITUTE CERTIFICATE.

When the work in either grade is completed a certificate to that

effect, signed by the Conductor and the Commissioner, will be given the teachers. By quizzes, either oral or written, it will be possible to determine how much of the prescribed reading has been done by each of the members, and whether or not he has made his own the thoughts and suggestions presented by the instructors. It is impossible to maintain a uniform and definite requirement, since, of necessity, different conductors will have different standards. By requiring all institute certificates to be signed by the Commissioner as well as the Conductor it is hoped that some uniformity will be secured in each county.

ACADEMIC AND PROFESSIONAL WORK.

The supreme question in connection with the teachers' institute is: How much time should be given to academic and how much to professional instruction? Without stopping to consider the arguments of those who stand at the two extremes, I would simply say that, in my opinion, the golden mean here, as usual, leads to the correct solution. When we have reached the ideal our institute work will be all professional. At present this is impracticable. The thousands who flock to our institutes yearly need both academic and professional instruction. The proportion of each varies with different localities. In the newer and more sparsely settled counties, where the high school and college are least accessible, the need of academic instruction is greatest. From such localities an earnest appeal has come to me to give their teachers the help they really need. The course now proposed will, if properly administered by the conductors, to whom ample power of discretion is given, supply both needs and neglect neither. While all possible latitude is left to the individual conductor, the Department insists that an *essential feature of every institute shall be regular class recitations.*

Now, the question arises, what can be accomplished in the way of a teachers' review in an institute of one or even two weeks? Just this: the conductor or instructor can develop at least one topic in arithmetic, grammar or any other study as he would teach it in his own school. In history he can develop philosophically one topic, as slavery, showing by the actual doing, how to awaken a spirit of investigation on the part of the pupils and how to treat historical events in relation to their antecedent causes and subsequent effects. He can assign lessons and insist on recitations. The danger will be that the class room work will degenerate into mere talk on the part of the instructor. Above all things let this be guarded against. Talk is the weakness of many teachers, and the curse of many schools. Tenfold more is it the curse of institutes.

If the recitation is an ideal recitation it will by one effort accomplish most thoroughly the two great objects of the institute; it will give the members of the institute the needed review, and at the same time it will give the best of professional training, the correct method of teaching the subject, not in theory merely, but illustrated in the living example of the teacher. It is a mistake to think that because so little of any subject can be reviewed in an institute of one or two weeks, therefore no thorough or profitable work can be done. The great mistake has been the attempt to handle too many subjects. This has resulted in superficial work. By concentrating the work on a few subjects and treating only so many topics in each as can be done thoroughly, we do not say exhaustively, much good will result.

THE COMMISSIONERS.

In carrying out the institute plan as outlined the Commissioners can give invaluable aid. Their acquaintance and official relations with the teachers of the county will give them a knowledge that will be of service in classifying the institute into grades and in passing upon the fitness of the members for promotion.

Whatever organization may be made in the county for the systematic prosecution of the work throughout the school year will, almost of necessity, have to receive its impetus from the Commissioner.

TEACHERS' ASSOCIATIONS.

It might be suggested that the township and county associations, now in successful operation in many of the counties, could be made to contribute somewhat to the success of the course of study. In meetings of the township association, which should be held monthly, at least an hour could be devoted to a systematic review or quiz based on some one of the books read. In the meetings of the county association an hour might be spent in a similar way. Written reviews of the books in the course, and papers on institute topics might be made a part of the regular association program. Live, active commissioners will find many ways of contributing to the success of this work. Basing its hopes on its past observation this Department expects from the large majority of the school commissioners a hearty coöperation.

COURSE OF STUDY FOR INSTITUTES.

FIRST GRADE.

I. THEORY AND ART AND SCHOOL LAW.

Reports and Records. Legal Powers and Duties of the Teacher. Organization of School. Daily Program. Grading District Schools.—Lectures and Recitations.

** Page's Theory and Practice of Teaching.*
State Manual and Course of Study.

II. LANGUAGE.

Model Lessons in Written and Oral Language.
Lessons in 1st, 2d, 3d, 4th Readers.
Helps in Teaching Reading.—Hussey.

III. SCIENCE.

General Geography—Essential Facts, Methods of Illustration, etc.
Elementary Physiology—Stimulants and Narcotics.—Recitations with Illustrative Material.
The Teaching of Geography.—Geike.

IV. MATHEMATICS.

Model Lessons in Primary Arithmetic.

V. HISTORY.

Teachable Points of United States History.—One or more topics developed by model recitations.
History and Constitution.—Johnston.

VI. MUSIC AND DRAWING.

Instruction in Music (optional).
Methods in Penmanship.

SECOND GRADE.

I. THEORY AND ART.

School Management, Government and Discipline. General Principles of Right Method. School Sanitation. Morals.—Lectures and Recitations.

Primer of Pedagogy.—Putnam.
Ethics for Young People.—Everett.

II. LANGUAGE.

Technical Grammar.—Recitations.
Literature.—Study of Masterpiece—Reading and Recitations.
Grammar.—Whitney & Lockwood.
Whittier's Snow Bound.

III. SCIENCE.

Elementary Science.—Lectures and Recitations.
Physiology.—Topical Study and Recitations.
Primer of Science.—Bert.

IV. MATHEMATICS.

Mental Arithmetic.—Model Recitations.
Advanced Work.—Recitations.

V. HISTORY.

Civil Government.—Recitations.
Civil Government.—Fiske.

VI. MUSIC AND DRAWING.

Instruction in Music (optional).
Instruction in Drawing (optional).

* Books required for the course of reading are printed in italics.

PROGRAM.

A suggestive program is given below. The size of the institute, the number of instructors, the specialties of the instructors and other varying conditions will make it necessary to depart from any program that might be laid down. The program given is intended simply to illustrate the plan:

	Instructor A.	Instructor B.
9:00-9:45.....	Theory and Art (1).....	History (2).....
9:45-10:30.....	Theory and Art (2).....
10:30-10:45.....	Recess.	
10:45-11:30.....	Science (1).....	Language (2).....
11:30-12:15.....	Language (1).....
12:15-1:30.....	Noon.	
1:30-2:15.....	Science (2).....	Music and drawing (1).....
2:15-3:00.....	Mathematics (1).....	Music and drawing (2).....
3:00-3:15.....	Recess.	
3:15-4:00.....	Mathematics (2).....	History (1).....
4:00-4:15.....	General exercises.	

Numbers in parentheses represent year of the course.

NOTES.

For the institutes to be held during 1892 the basis of classification should be about as follows: All those not holding certificates, and those holding certificates below second grade who have not taught five years, should take the first year's work. All others should be permitted to take the second year's work. The Conductor may vary from this classification where in his best judgment it seems advisable. The School Commissioner will be able to render him invaluable assistance in deciding doubtful cases.

The institute work should be based on the course of reading that is proposed. The result of this concentration of effort will be that the examinations from this Department may be more thorough, and the institute may approach toward a system of instruction. Teachers who do not attend the institute may prepare for examination by the study of the above named books. But it ought to be understood that a teacher who does not attend loses much that private study cannot supply.

Teachers are urged to do as much of the reading as they can before the institutes for the summer of 1892 are held; but no attempt ought

to be made to do more work than can be done thoroughly. That there may be some uniformity in the order pursued by those doing the work, notice is given that at the regular August examination questions will be given in the subjects under Theory and Art. First and second grade questions will be based on the second year's work, and third grade questions will be based on the first year's work.

Whether the instruction is by lectures or by recitations, oral or written quizzes should be given to test the knowledge of the class. These quizzes will enable the instructor to determine whether or not the members of the institute have done such work as to deserve a certificate for the grade in which they have been working.

While conductors and instructors will be asked to follow the course as closely as the conditions under which they are working will permit; no fixed outline of the subjects will be laid down for them to follow. It is recognized that the best results can be secured by permitting to instructors some freedom in matters of detail.

It is suggested that in illustrating the work in primary arithmetic and language a class of children be brought before the institute and conducted through a model recitation. Little is gained by an attempt to have the members of the institute take the part of primary pupils.

The Department strongly urges that a daily five minute exercise in Calisthenics be a feature of every institute. The purpose of this is not merely to enliven the institute but to give the teachers a preparation for the introduction of this much needed and profitable exercise into the district schools.

It is also recommended that at least one evening lecture shall be given on some subject allied to educational work. Illustrated talks on scientific subjects and lectures intended to awaken a love of country are among those that might be suggested. The chief mission of the evening lecture is to awaken the interest of the community in the work of the schools. One or more evenings should also be devoted each week to a social gathering of the teachers.

BOOKS—PUBLISHERS, AND LIST PRICE.

Theory and Practice of Teaching. By D. P. Page. Chicago: American Book Co. \$1.00.

Helps in Teaching reading. By Martha Hussey. Boston: D. Lothrop & Co. 75 cents.

The Teaching of Geography. By Geike. New York: Macmillan & Co. 60 cents.

The United States—Its History and Constitution. By Alexander Johnston. New York: Charles Scribner's Sons. \$1.00.

Primer of Pedagogy. By Daniel Putnam. Lansing: H. R. Patten-gill. 25 cents.

Ethics for Young People. By C. C. Everett. Chicago: Ginn & Co. 60 cents.

Grammar. By Whitney & Lockwood. Chicago: Ginn & Co.

Snow Bound. By J. G. Whittier. Boston: Houghton, Mifflin & Co. 15 cents.

Primer of Science. By Paul Bert. Philadelphia: J. B. Lippincott Co. 30 cents.

Civil Government. By John Fiske. Boston: Houghton, Mifflin & Co. \$1.00.

SUGGESTIVE QUESTIONS.

The following questions are in part based upon the books referred to in the course, and are designed to suggest to teachers the direction of their study. They are not intended to cover the whole field of reading but merely to suggest how the reading is to be done. Many of the questions would be wholly unsuitable for examinations; but as they are not intended for that purpose it was not thought necessary to observe strictly the principles that should guide in the preparation of questions for examinations.

THEORY AND ART.

(First Grade.)

1. How may pupils be taught to observe?
2. What habits should the teacher cultivate in himself?
3. What do you consider the end, and what the means of education?
4. Describe the "pouring in" process of teaching; the "drawing out" process. What is the correct method?
5. What are the objections to offering prizes to the pupils who excel?
6. Name some proper incentives to fidelity and good work in the school.
7. What are some of the requisites in the teacher for good government.
8. Name some of the means of securing good order.
9. Give some examples of what you consider improper punishment.
10. Do you consider corporal punishment ever justifiable? If so what limitations to its use would you suggest.
11. Write a daily program for a district school of eight grades and be able to justify your arrangement of recitations.
12. How would you proceed with the organization of a school on the first day of your service in it?

SCHOOL LAW.

(First Grade.)

1. What constitutes a legally qualified teacher?
2. By whom and under what circumstances can a special certificate be granted?
3. If school is dismissed on a legal holiday, should that day be reported as a "day taken?"
4. Can a teacher be required to do janitor work?
5. Who has the authority to prescribe the text-books to be used?
6. What law authorizes the teacher to inflict corporal punishment?
7. What rights have teachers in reference to attending institutes?
8. Can teachers require a written excuse for tardiness or absence?

READING.

(First Grade.)

1. What are the ends to be sought in teaching reading?
2. What should be the position of the body in oral reading? Why?
3. Describe the means by which you develop naturalness of tone and inflection in oral reading in lower grades.
4. Should the pupil be allowed to spell out words while reading? Give reason for answer.
5. Is elocution the most important object in teaching reading?
6. What special preparation would you make before hearing a reading class of the fourth or fifth grade recite?
7. How is the dictionary to be used in preparing the reading lesson?
8. Would you make the study of reading introductory to the study of literature? If so, how?
9. Would you develop the imagination in reading? Why? How? Give an illustration.

10. What is meant by "key words" in reading? Give example and show how you would use the key word in developing expression.
11. Give some common errors of pronunciation.
12. What quality of voice should be used in reading a joyful selection? One that is grand or solemn? One expressing terror?
13. In what respect is the preparation of a reading lesson for advanced grades the same as that for the elementary grades. In what respect is it different?
14. Give a full description, with drawings, of the vocal organs.
15. In what way is a knowledge of the location and use of the vocal organs of importance to teachers?
16. Give three of the prominent faults in speaking and reading, and outline fully a good method of correcting these faults.
17. If you asked a primary grade to "study" a reading lesson what things would you expect them to do?
18. How would the "study" of a 7th or 8th grade differ from this?
19. Give an outline of the physical exercise you would have in connection with your reading lessons. Give the different things you have in view in such drills.

LANGUAGE WORK.

(First Grade.)

1. Outline quite fully how new words are taught in primary reading lessons.
2. What constitutes preparation on the part of a teacher to hear a reading lesson?
3. What class preparation should be made on the day preceding the lesson?
4. What should be the relation between the reading and spelling lesson?
5. In what ways may the reading lesson be the basis of seat work?
6. What part of the time of the reading lesson should be devoted to silent or thought reading?
7. Give three devices for getting supplementary work in thought and oral reading.
8. How will you correct bad habits in standing, articulation and expression?
9. Name three good books that primary teachers can use in language work and reading.
10. What should be the character, the amount, and method of teaching choice specimens of English and American literature in the primary grades?
11. Give a good method for teaching the subject of diacritical marks.
12. In what way are pupils prepared for the study of technical grammar?
13. Outline your method for teaching the correct use of the dictionary?
14. Give the names of good books on advanced reading and language work of which you know something. Give a brief outline of the contents of these books.

QUESTIONS IN HISTORY.

(First Grade.)

1. State fully the causes that led to the colonization of New England.
2. Tell what you know of the origin and effects of the township system.
3. What were the effects of the French and Indian wars upon the political condition of the colonies?
4. Name and define the acts of Parliament that led to the Revolution.
5. What were the inherent difficulties in the plan of the Confederation?
6. Show the different relation between the legislative departments and the courts in the governments of the United States and Great Britain.
7. Name the first two great political parties in the history of the United States and define the fundamental issue that divided them.
8. Tell what you know of Jefferson and Hamilton and their chief political acts.
9. Write an essay on "Slavery in the United States," giving its origin, the legislative acts bearing upon it and its industrial and political effects.
10. Write an essay on the social life and customs of the American colonies before the Revolution.

GEOGRAPHY.

(First Grade.)

1. What is the domain of geography, and to what other study is it an aid?
2. Illustrate how you would make geography a means of development of the faculties of observation and reasoning.
3. Which is the child's mind first fitted to comprehend, physical or political geography? Give reasons for your answer.

4. How should the text-book be used in physical and descriptive geography?
5. Describe the manner in which you would have pupils build a map of their locality.
6. What class of books is most valuable to supplement the study of geography?
7. What elementary ideas should be developed at the beginning of geography teaching?
8. What portions of geography will you build into the "philosophic" memory; what into the "storing" memory; what into the merely "carrying" memory?
9. Describe such apparatus as you can make yourself, suitable for illustrating the elementary facts of mathematical geography. State fully what points the apparatus illustrates.

PHYSIOLOGY.

(First Grade.)

1. How much of anatomy should be taught in primary and grammar schools?
2. What illustrative material would you use in teaching the subjects of respiration and ventilation?
3. Why should children be taught concerning the effects of alcoholic drinks on the human system?
4. From a sanitary standpoint, name some of the defects in the construction of houses of the poorer class. How can these defects be provided against without great expense?
5. What are some of the arguments for and against a purely vegetable diet?
6. How would you proceed to resuscitate a person apparently drowned?
7. Give directions as to time, kind and amount of exercise that should be taken by a person of sedentary habits.
8. In digestion what processes are mechanical and what ones are chemical?
9. Describe an experiment that you can use before a class to show that alcohol is injurious to some vital powers.
10. What effect does tobacco have on the action of the heart?

ARITHMETIC.

(First Grade.)

1. What is the Grube method of teaching numbers? How long would you continue with this method? Why?
2. What objections can you urge against continuing the Grube method up to the number 30?
3. Do you consider that our arithmetics have enough problems for practice work? How would you supplement the books in this respect?
4. How soon after beginning the teaching of numbers to a child would you begin to teach the writing of figures?
5. What appliances for illustration would you use with children just beginning the study of numbers?
6. How soon would you begin the teaching of fractions?
7. How long should a pupil study numbers orally before beginning the study of written arithmetic?
8. Take a class of children who have never studied numbers and give them their first lesson.
9. How do you teach simple proportion?
10. What simple directions would you give in regard to the statement, solution and explanation of problems?
11. What plans can you suggest for class drill in arithmetical analysis?
12. What plans have you for securing proficiency in the four fundamental rules?

THEORY AND ART.

(Second Grade.)

1. Give, in order of their importance, the two books best suited, in your opinion, to professional study for teachers.
 - (a) General psychology.
 - (b) Applied psychology.
 - (c) Science of education.
 - (d) History of education.
2. Give such a description of the nervous system as is necessary to read intelligently the ordinary school text-books on psychology.
3. In what way does a knowledge of the physical condition of the body influence the matter and method of instruction?

4. How does knowledge begin; through what stages does it pass; and what is its final goal?
5. In what way does a thorough knowledge of question four influence the teacher's work?
6. State five important educational maxims, and show fully their application to subjects taught.
7. Give three prevalent errors in teaching each of the following subjects: Primary language, geography, history, arithmetic, spelling, and reading.
8. In what respects will the consideration of the following topics modify the matter and method of instruction: (a) heredity, (b) physical health, (c) age of pupil, (d) surroundings of pupils as to home, companions and books, (e) the natural bent of the pupil's mind, and (f) the pupil's temperament?
9. What points in connection with the child life may the teacher make the subject of original study?
10. Give a synopsis of the knowing powers and define each power.
11. Do the same of the feelings and volition.
12. Give some general laws of mind, and state what methods of teaching should be based on these laws.
13. Outline your method of training the feelings and volition.
14. By what means will you train children in the virtues of self-respect, self-control, obedience, honesty, good temper, courtesy, industry, and patriotism?

ARITHMETIC.

(Second Grade.)

1. What is the difference between mental arithmetic and written arithmetic?
2. What advantages are gained by the study of mental arithmetic?
3. Show how the teaching of percentage may be based upon the pupil's knowledge of fractions.
4. What is meant by analysis in arithmetic? State its advantages.
5. Are there any of the subjects usually given in the common school arithmetics that you would omit? Give reasons for your answer.
6. How much of mensuration should be taught in the district schools?
7. Would you teach any of the more elementary propositions of Geometry in connection with arithmetic?
8. State fully your reasons for requiring or not requiring primary pupils to give reasons for every step they take in the solution of a problem.
9. To what extent should seventh grade pupils be required to commit to memory rules in arithmetic?

PHYSIOLOGY.

(Second Grade.)

1. Show the relation of dependence existing between the digestive and circulatory systems. Between both of these and the muscular system.
2. What should be the chief end kept in view in teaching physiology? What bearing has a knowledge of anatomy on this end?
3. Prepare the outline of a lesson on the effects of tobacco, suitable for pupils in the third grade.
4. Discuss fully the subject of bathing.
5. Discuss the subject of health in its relation to good scholarship and morals.
6. Describe some form of exercise that you would prescribe for a person with hollow chest and round shoulders.
7. Would you advise a person with round shoulders to use shoulder braces?
8. Make a plan for a model district school house, and justify your arrangement of doors, windows, seats, etc., from a sanitary standpoint.



